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Diverse Families Bookshelf Lesson Plans and  
Activities

Diverse Families

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## A Family is a Family is a Family

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Diverse Families Children's Literature Lesson Plan

**Lesson written by Emily McKinley**

<https://stars.library.ucf.edu/diversefamilies/10/>

Lesson Title:	<b>What Makes a Family?</b> <b>Book Title:</b> <i>A Family is a Family is a Family</i> <b>Author:</b> Sara O'Leary <b>Illustrator:</b> Qin Leng
Content Area(s) and Grade Level(s):	Kindergarten Social Studies Language Arts
Lesson Objective(s):	<ul style="list-style-type: none"><li>• Students will learn what characteristics make a family.</li><li>• Students will compare different types of families and how families have changed over time.</li><li>• Students will be able to identify what makes their families unique and will be able to compare and contrast their family to the families of their classmates through discussion/ class poster.</li><li>• Students will be able to create a relative timeline representing major life events that they feel are significant within their families. Exact dates may not be known but students can identify the order in which they happened i.e. who was born first, etc.</li><li>• Students will be able to participate in conversations and collaborations with diverse partners about what makes up a family and how their families are similar/different.</li></ul>
Florida Standards:	<b>SS.K.A.2.1</b> Compare children and families of today with those in the past.  <b>SS.K.A.1.1</b> Develop an understanding of how to use and create a timeline.  <b>LAFS.K12.SL.1.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.  <b>LAFS.K.SL.1.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



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Assessment:	<p><b>Formative Assessments:</b></p> <p>Progress monitoring by teacher observation of student timeline creations and discussion.</p> <p>Progress monitoring through class discussion. Students will answer post-reading questions in whole group, where a “What Makes a Family” chart will be filled out based on accurate student answers.</p> <p><b>Summative Assessment:</b></p> <p>Students will create a timeline of their family in which the order that things occurred in their family makes logical sense.</p>
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<p>First, ask students guiding questions, such as: What do you think a family is? Do all families look the same?</p> <p>Show students photos of families from different eras (Native American families, Colonial Settler families, Families during the Great Depression, Families in the 50’s, 80’s) and present day.</p> <p>Ask students if they notice anything different about the families from each era. What about similarities?</p>
Procedures:	<p>Read <i>A Family is a Family is a Family</i> aloud to the class</p> <ul style="list-style-type: none"><li>- Pose guiding questions throughout the story. Do they notice anything similar to their family at home?</li><li>- Display the book’s digital version on the SmartBoard so that any visually impaired students may follow along with the large print.</li><li>- Read the book slowly and clearly, with emphasis on vocabulary and key phrases.<ul style="list-style-type: none"><li>- UDL Principle 1.3: Offer alternatives for visual information.</li><li>- EL Strategy 14: Simplify your speech by making it slower and redundant</li></ul></li><li>- Explain some vocabulary to students while reading. Ask students if they know what X means after reading each part that contains an unfamiliar word. After explaining, re-read the sentences to students making sure to check for understanding.<ul style="list-style-type: none"><li>- UDL Principle 2.1 Clarify vocabulary and symbols</li></ul></li></ul> <p>Ask students what <i>they</i> think makes up a family. On large chart paper, write their correct answers around the word “family” in the center.</p> <ul style="list-style-type: none"><li>- UDL Principle 3.3 Guide information processing and visualization.</li><li>- EL Strategy 6: Continually monitor students’ comprehension.</li></ul> <p>Create a teacher-timeline on the SmartBoard with the class. Identify that your parents were born first, then came you (or your siblings,) then came your children (if applicable,) pets, cousins, etc.</p> <ul style="list-style-type: none"><li>- ESOL Strategy 8: Use Direct instructions (Modeling)</li></ul> <p>Have students sit in groups to work on creating their individual timelines. Students can create a timeline of the events that they know about within their family (which</p>



Closure:	<p>siblings were born first, when their pets were brought home, etc.) This activity should allow for creativity. Checking for accuracy should be based on logic (i.e. a student's timeline should not say that they were born before their parents.)</p> <p>Have students compare and contrast their timelines with a partner. Students should be guided to discuss differences in the number of people in their households, the number of siblings, who has older/younger members in their family, etc.</p> <p>Have students hang their timelines in the front of the room around the <i>What Makes a Family</i> chart that has been created with their answers.</p> <p>After pinning their family timelines around the <i>What Makes a Family</i> chart, have students each name one thing that makes their family similar/different to either their classmates' families, their teacher's family, or the families from the book <i>A Family is a Family</i>.</p>
Materials:	<ul style="list-style-type: none"><li>- <i>A Family is a Family is a Family</i> by Sara O'Leary</li><li>- Photos of families (Native American families, Colonial settlers, Great Depression, 1950's, 1980's, present-day)</li><li>- Chart Paper/ Marker</li><li>- Paper for Students</li><li>- Colored pencils/Crayons</li><li>- Tape to place student work around the chart</li></ul>